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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Job Orientation and Training Program. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. This course is specifically for persons ready for employment, already employed, and/or highly motivated in learning about obtaining and retaining a job. Goals and objectives include making the student independent and aware of skills needed in finding and holding employment. Emphasis is on social interaction with supervisors and co-workers. Objectives and activities are presented for each of these eight steps: exploration, development of employment opportunity skills, applying for employment, handicapping conditions, personal hygiene and grooming, interviewing techniques, separation and orientation, and job retention. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Job Orientation

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CE 024 479

JOB ORIENTATION AND TRAINING PROGRAM

Written and Evaluated by

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Edited by

Alice Roelofs Kreps

Outline of a program presented from
December 1976 to May 1977
for individuals who are mentally retarded

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Teacher Note

The persons taking this course should be ready for employment, already employed, and/or highly motivated in learning about obtaining and retaining a job. The student needs to be aware of skills needed in finding and holding employment.

Each step of the curriculum guide may take as long as the individual needs to gain a working knowledge of the area covered in that particular step. Let the individual go at his own rate with support from teacher.

Students should rely on each other for experiential and supportive learning. The sharing of life problem-solving techniques is vital to success of a training program for employment. Peer pressure is helpful and essential in job motivation.

After having taught the course, Judi and Karen found several areas that should be emphasized.

(1) The preparation the night before the interview is crucial to organization and follow-through.

(2) It is extremely beneficial to be able to express normal feelings arising due to job searching, i.e. anxieties, fears, apprehensions connected with the job process.

(3) One needs to have a good grasp of problem-solving techniques:

(a) Student must be able to recognize and identify <u>specific</u> problem.

(b) Student must find several possible solutions to problems.

(c) Student must pick the most feasible solution to try and if that fails, he/she should try another way of approaching the problem.

Teacher Note (cont.)

One needs to constantly re-inforce the idea that students can solve their own problems. They must feel that if they have difficulty in identifying or solving a problem, that it is acceptable to ask for help. There is no need to avoid problems. If this is accomplished during the course, the teacher and the student can be proud that they have gained a working knowledge of realistic problem-solving techniques.

--Alice Roelofs Kreps
Program Coordinator

GOAL: For students to become independent and obtain a better life via competitive employment based on their abilities and limitations. (Appropriate social interaction with supervisors and co-workers will be emphasized.)

OBJECTIVES:

Students will create an employable self-image.

Students will develop work histories.

Students will identify job alternatives by analysis of "real world" requirements in comparison to individual goals.

Students will locate and utilize available resources for employment purposes.

Students will complete a formal job application.

Students will be able to request and obtain an interview.

Students will arrange transportation prior to the interview/job.

Students will recognize conditions that may be handicapping when seeking employment.

Students will acknowledge and explain their handicapping conditions to a potential employer.

Students will develop an understanding of the importance of personal hygiene and grooming in relation to employability.

Students will role play interview situations for effective and successful job interviews.

Students will identify stages of an interview and how to handle each section in terms of verbalization and body language.

Students will begin to separate from present situation and adjust to new employment.

Students will be aware of the responsibilities and commitments of employment.

STEP I: EXPLORATION

Objectives:

Students will create an employable self image.
Students will develop work histories.
Students will identify job alternatives by analysis of "real world" requirements in comparison to individual goals.

(Example of teaching technique :

An individual who is mentally retarded wants a career as a veterinarian. The individual is unable to meet the qualification, expense, and transportation requirements. The instructor helps the individual scale down his goal to a career which is realistic. The individual chooses a career as a veterinarian assistant or kennel person.)

Activities:

1. Review skills and training already acquired, including those learned in a workshop setting.

2. Complete a self-inventory card (card attached).

3. Define terms and discuss the impact of each concept on employment.

   Terms:
   - ideal
   - exploration
   - job
   - duties
   - personal characteristics
   - qualifications
   - employment
   - wages
   - time periods
   - employment location
   - employment setting
   - employment expenses
   - education/special education
   - training
   - skills
   - experience
   - transportation

4. Make a list of your own positive and negative characteristics. Include personal characteristics, qualifications and realistic goals.

NAME:_____ DATE:_____

ADDRESS:_____ AGE:_____

PHONE #:_____

SCHOOL LAST ATTENDED:_____ GRADE COMPLETED:_____

WORK EXPERIENCE - JOBS HELD:_____

_____

HOBBIES OR INTEREST AREA:_____

IDEAL JOB CONDITIONS - I LIKE TO WORK:

_____ INSIDE _____ OUTSIDE

_____ ALONE _____ IN SMALL GROUPS _____ IN LARGE GROUPS

_____ IN ACTIVE AREA _____ IN QUIET AREA

_____ A DAY JOB _____ A NIGHT JOB

_____ WITH PEOPLE _____ WITH ANIMALS _____ WITH MATERIALS

I CAN WORK UNDER PRESSURE: _____ NEVER _____ ALWAYS _____ SOMETIMES ___MOST OF THE TIME

I CAN ACCEPT CRITICISM _____ NEVER _____ ALWAYS _____ SOMETIMES ___MOST OF THE TIME

IDEAL JOB FOR ME:_____

_____

Form 1: Self Inventory Card

STEP II: DEVELOPMENT OF EMPLOYMENT OPPORTUNITY SKILLS

Objective:

Student will locate and utilize available resources for employment purposes.

Activities:

1. Explore the newspaper noting qualifications required in the ads.

   a. Point out ads to be cautious of (e.g. quick sales, bait and switch, investments).

   b. Find want ads sections.

2. Review different types of Help Wanted posters.

3. Define terms and discuss the impact of each concept on employment.

Terms:		
	temporary	#(number)
	part-time	ext. (extension)
	full-time	resume
	shift work	experience only
	E O E (Equal Opportunity Employer)	
	M/F (Monday through Friday)	
	N/A (Not applicable)	commission and bonus
	tel. (telephone)	references

4. Discuss: Where can you find jobs?

   Who can help you in finding a job?

STEP III: APPLYING FOR EMPLOYMENT

Objectives:

Students will complete a formal job application.
Students will be able to request and obtain an interview.
Students will arrange transportation prior to the interview/job.

Activities:

1. Complete an application.

2. Practice dialing and talking on a telephone.

3. Role play a telephone request for an interview.

4. Develop a resume.

5. Discuss various methods of transportation.

6. Review an RTD map and bus schedules.

7. Define terms and discuss the impact of each concept on employment.

   Terms:

application	applicant
ethnic group	citizen
resident	interview
criminal	convicted
violation	intoxication
discharged	GED
employer	employee

8. Establish personal references--who, why, when.

9. Use books: Getting and Holding a Job, On the Job, and I Want a Job, Frank E. Richards, Inc.

STEP IV: HANDICAPPING CONDITIONS

Objectives:

Students will recognize conditions that may be handicapping when seeking employment.
Students will acknowledge and explain their handicapping conditions to a potential employer.

Activities:

1. Tape a session of the group discussing their individual handicapping conditions and play it back to them.

2. Discuss the "pros and cons" in pointing out a handicap to others.

3. Discuss how people with handicapping conditions would like to be treated by employers and co-workers.

4. Define terms and discuss the impact of each concept on employment.

   Terms: speech and language disorders
   epilepsy
   blindness
   deafness
   cerebral palsy
   mental retardation
   mental illness
   obesity
   depression
   alcoholic
   heart condition
   addict
   acceptance
   rejection

STEP V: PERSONAL HYGIENE AND GROOMING

Objective:

Students will develop an understanding of the importance of personal hygiene and grooming in relation to employability.

Activities:

1. Develop a check list for the night before the interview.
   a. Clothes ready (clean, pressed, appropriate)
   b. Wash hair, clean fingernails, etc.
   c. Work history in hand
   d. Have social security card ready
2. Identify the order of tasks in preparation for the interview.
   a. Wake up and get things in order.
   b. Brush teeth; wash face; brush and comb hair.
   c. Dress neatly.
   d. Relax; eat a good breakfast.
3. Prepare the group for a self inspection in the next session.

STEP VI: INTERVIEWING TECHNIQUES

Objectives:

Students will role play interview situations for effective and successful job interviews.
Students will identify stages of an interview and how to handle each section in terms of verbalization and body language.

Activities:

1. Role play the introduction, body, and closing of an interview.
2. Video-tape sessions for replay and have members of the group praise or criticize.
3. Provide a bad example and have the group point out the faults.
4. Define terms and discuss the impact of each concept on employment.

Terms:		
	supervisors	colleagues/co-workers
	deductions	net vs. gross income
	benefits	hourly/weekly/monthly wage
	compensatory time	personal leave
	sick leave	vacation leave
	attendance	manager
	seniority	hired
	fired	laid-off

STEP VII: SEPARATION AND ORIENTATION

Objective:

Students will begin to separate from present situation and adjust to new employment.

Activities:

1. Discuss normal fears of separation and orientation.
2. Role play "Good-bye" and "Hello."
3. Define terms and discuss the impact of each concept on employment.

Terms:		
	separation	orientation
	adjustment	security
	cafeteria	restaurant
	menu	order
	check/tip	cashier

STEP VIII: JOB RETENTION

Objective:

Students will be aware of the responsibilities and commitments of employment.

Activities:

1. Work out solutions within the group to suggested problems.

2. Define terms and discuss the impact of each concept on employment.

Terms:		
	retention	compliments
	criticism	obnoxious
	excuses	solutions
	termination	chain of command
	owner	foreman
	quality	quantity
	privileges	recommendation
	promotion	

3. Role play problems related to jobs.